Section VI
Appendix

Sample Student Proficiency Level Report (Front and Back)

The Student Proficiency Level Report

Frequently Used Acronyms Related to English Learners

February 2006

**Prepared by the
California Department of Education**

Sample Student Proficiency Level Report—Front

California English Language Development Test

Student Proficiency Level Report

LARRY PEEBLES

Grade: 2

ANNUAL ASSESSMENT

Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative record, and parents are to be notified of test results.

Simulated Data

Birthdate: 04/19/97
Special Codes:
ABCDEFGHIJKLMNOPQRST
9000017384..........

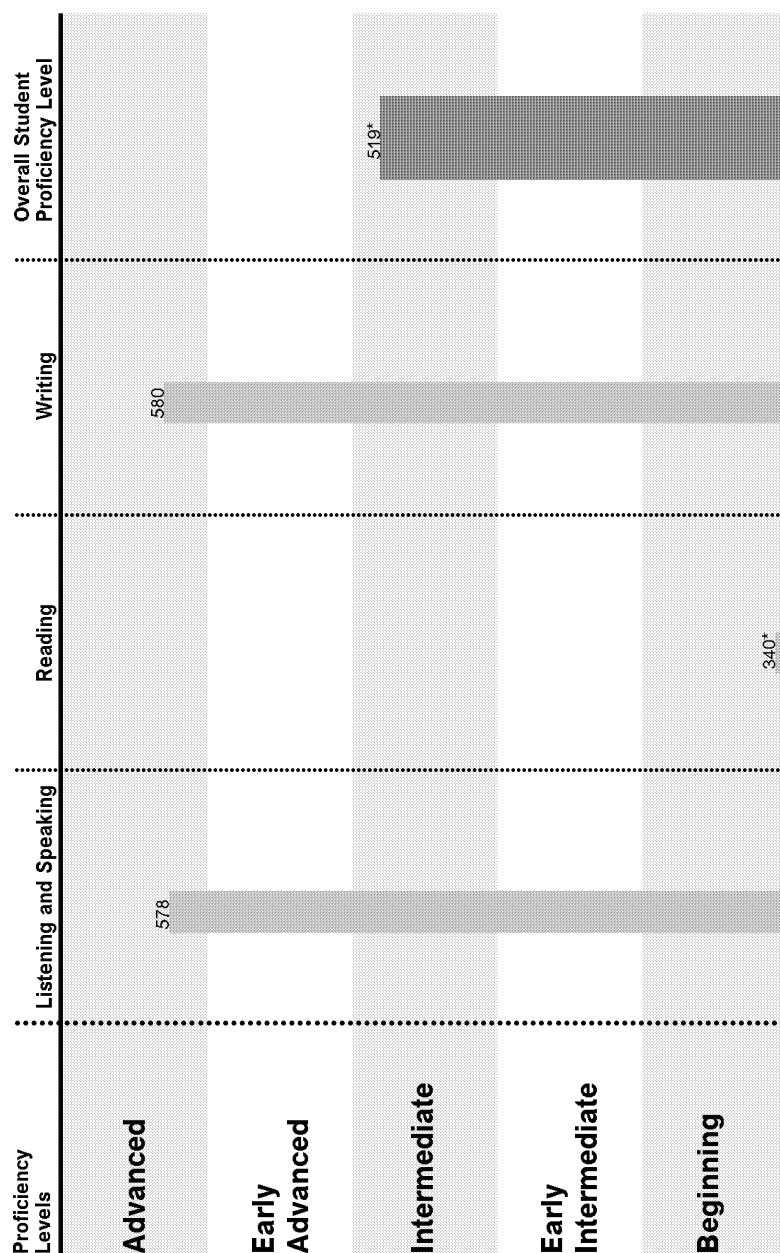Test Date: 09/14/2005
2005-06 Administration
CDS#: 12-12345-1234567
School: MCKINLEY
District: WESTMINSTER
County: LOS ANGELES CO
State: CALIFORNIA

4/25/05

Proficiency Levels	Listening and Speaking	Reading	Writing	Overall Student Proficiency Level
Advanced				
Early Advanced			580	
Intermediate	578			519*
Early Intermediate				
Beginning		340*		

*Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.

Sample Student Proficiency Level Report—Back

California English Language Development Test Proficiency Standards

Grades K-1
Proficiency
Levels

Listening and Speaking Standards

Advanced

Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

Students who perform at this level on the CELDT typically understand and use more extensive vocabulary and more complex syntax, with minor problems in comprehension or communication; understand and follow all simple oral directions; tell a coherent story based on a picture sequence, clearly expressing its main point using complete sentences, without errors that significantly hinder communication, though perhaps without giving much elaboration.

Early Advanced

Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.

Students who perform at this level on the CELDT typically understand and use a somewhat more extensive vocabulary and simple syntax, with occasional problems in comprehension or communication; understand and follow many simple oral directions; tell a somewhat coherent story based on a picture sequence, but without clearly expressing its main point, using some complete sentences with gaps in vocabulary and errors that hinder communication.

Intermediate

Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.

Students who perform at this level on the CELDT typically understand and use simple vocabulary and syntax, with significant gaps in comprehension and frequent errors in communication; understand and follow a few simple oral directions; tell a story that is not coherent based on a picture sequence, using phrases and incomplete sentences with scant vocabulary and numerous errors that hinder communication.

Early Intermediate

Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.

Students who perform at this level on the CELDT typically understand and use very basic vocabulary, but make frequent errors, with severely limited comprehension and communication; understand and attempt to follow a few simple oral directions; tell part of a story, using simple words and phrases.

Beginning

Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.

Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may understand or attempt to use a few basic words, with severely limited comprehension and communication; attempt to follow simple oral directions, with severely limited success.

VI–2

Test Date: 2005-06 Administration

6/24/05

The Student Proficiency Level Report

The Student Proficiency Level Report provides results of the CELDT for individual students. Information on the report includes the following:

Student Information

At the time the test was taken, general information about the student is printed on the left side of the report. This includes the student's name, grade level, birth date, date of testing, and the school and school district in which the test was taken.

Purpose of Assessment

The left side of the report also indicates whether the test was given for initial identification or for the annual assessment. Initial identification means that the test was given to a new student whose home language survey shows a language other than English. The initial test results are used to help identify students as English learners who need to develop their listening, speaking, reading, and writing skills in English. The annual CELDT assessment is given to students who already have been identified as English learners to see how well they are learning English. The annual test results are used to help monitor each student's progress and to help determine if he or she become fluent in English.

Proficiency Levels

In 2001, the State Board of Education established five levels for measuring a student's proficiency in English, based on the CELDT scores. Those levels are beginning, early intermediate, intermediate, early advanced, and advanced.

Skills Areas

The CELDT reports three skill areas: listening, speaking, reading, and writing. The bar graphs with the student's scores on the report show which proficiency level the student has achieved in each skill area tested.

Overall Student Proficiency Level

The bar graph and student score in this area of the report indicates the student's overall English proficiency level based on how well the student performed in each skill area.

For More Information…

Parents and guardians are encouraged to talk to their students' teachers about these test results and what is being done at school to help him or her become fully proficient in English.

Frequently Used Acronyms
Related to English Learners

AMAO	Annual Measurable Achievement Objectives
API	Academic Performance Index
AYP	Adequate Yearly Progress
BCLAD	Bilingual Cross-cultural Language and Academic Development Certification
CDE	California Department of Education
CELDT	California English Language Development Test
CLAD	Cross-cultural Language and Academic Development Certification
CPM	Categorical Program Monitoring
DIS	Designated Instruction and Services
DELAC	District English Learner Advisory Committee
EIA – LEP	Economic Impact Aid – LEP Supplemental Funding
ELAC	English Learner Advisory Committee, school level (formerly BAC)
EL	English learner (also known as LEP)
CST in English language arts	California English-Language Arts Standards Test
ELD	English Language Development
EO	English Only
ESL	English as a Second Language
FAPE	Free and Appropriate Public Education
FEP	Fluent English Proficient (Reclassified-RFEP or Initial-IFEP)
HLS	Home Language Survey
IDEIA	Individuals with Disabilities Education Improvement Act
IFEP	Initial Fluent English Proficient
L_1	Primary Language
LDS	Language Development Specialist

LEA	Local Educational Agency
LEP	Limited English Proficient (also known as English learner)
NCLB	No Child Left Behind Act of 2001
OCR	Office for Civil Rights (U.S. Dept. of Education)
RFEP	Reclassified Fluent English Proficient
R30-LC	Annual Language Census Report (form R30-LC)
SBE	State Board of Education
SDAIE	Specially Designed Academic Instruction in English
SPEDLEP	English learner or LEP student in Special Education
SST or CST	Student Study Team or Child Study Team